

# Read to Achieve: Reading Diagnostic and Intervention Grant

Evaluation Criteria and Rubric				Maximum Points
Part 1	Literacy Needs			10 points
This section should describe the current literacy needs at the school and also demonstrate a compelling need for the <i>Read to Achieve: Reading Diagnostic and Intervention Program</i> grant.				
Describe the current literacy needs and trends at the school. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the RTA grant.				
1	2	3	4	5
No mention of the school’s current literacy needs and trends	Incomplete or vague description of the school’s current literacy needs and trends	Description of the school’s literacy needs and trends lacks a focus on literacy instruction	Description of the school’s literacy needs and trends is present with a focus on literacy instruction	Detailed description of the school’s literacy needs and trends is present with an in-depth focus on literacy instruction
No or invalid data referenced to demonstrate need for RTA grant	One valid and reliable data source referenced with vague evidence of school’s need for RTA grant	One valid and reliable data source referenced with evidence of school’s need for RTA grant	Two valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant	Three or more valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant by in-depth analysis of data trends
Part 2	The Response to Intervention (RTI) Framework			15 points
This section should describe the integration of assessment and intervention within the multi-levelled system implemented currently at the school.				
Describe how the school’s current RTI framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement.				
1-2-3	4-5-6	7-8-9	10-11-12	13-14-15
No mention of the RTI framework	Incomplete or vague description of the RTI framework	Description of the RTI framework is present but lacks detail	Description of the RTI framework is present with detail	Detailed description of the RTI framework is present
No mention of the process for determining RTI eligibility or tier movement	Incomplete or vague description of the process for determining RTI eligibility and tier movement	Description of the process for determining RTI eligibility and tier movement is present but lacks detail and clarity	Description of the process for determining RTI eligibility is present with detail and clarity	Description of the process for determining RTI eligibility and tier movement is detailed and articulated thoroughly
No mention of data or assessment(s)	Incomplete or vague explanation of data and assessment(s)	Explanation of data and assessment(s) is present but lacks detail	Explanation of data and assessment(s) is present with detail	Explanation of data and assessment(s) is in-depth and articulated thoroughly
No mention of scheduling	Incomplete or vague overview of intervention scheduling	Overview of intervention scheduling is present but lacks detail	Overview of intervention are scheduling is present with detail	Explanation of intervention scheduling is in-depth and articulated thoroughly
		Overview of intervention scheduling is present but lacks detail	Description of tier movement is present with detail and clarity	

Part 3		Grant Approved Program			10 points
This section should explain how the intervention selected will serve the needs of the students at the school.					
<b>Identify</b> the grant approved reading intervention model(s) for which the school is applying from the following list: <i>Early Intervention in Reading (EIR)</i> by Barbara Taylor; <i>Reading Recovery</i> *must also select a small group intervention; <i>Comprehensive Intervention Model (CIM)</i> *must be used with <i>Reading Recovery</i> ; <i>Fountas &amp; Pinnell Leveled Literacy Intervention (LLI)</i> ; and <b>explain</b> how the identified intervention model(s) will serve the school's current literacy needs and trends and will complement the RTI framework at the school.					
No			Yes		
The proposal does not identify a grant approved program. The application is deemed non-responsive and will not be reviewed.			The proposal does identify a grant approved program. The application will be reviewed.		
1	2	3	4	5	
No mention of how the intervention model(s) will serve the school's specific literacy needs and trends	Incomplete or vague explanation of how the intervention model(s) will serve the school's specific literacy needs and trends	Explanation of how the intervention model(s) will serve the school's specific literacy needs and trends is present but lacks detail	Explanation of how the intervention model(s) will serve the school's specific literacy needs and trends is present with details	Explanation of how the intervention model(s) will serve the school's specific literacy needs and trends is in-depth and articulated thoroughly	
1	2	3	4	5	
No mention of how the intervention model(s) will complement the school's RTI framework	Incomplete or vague explanation of how the intervention model(s) will complement the school's RTI framework	Explanation of how the intervention model(s) will complement the school's RTI framework is present but lacks detail	Explanation of how the intervention model(s) will complement the school's RTI framework is present with details	Explanation of how the intervention model(s) will complement the school's RTI framework is in-depth and articulated thoroughly	
Part 4		Students to be Served			15 points
This section should explain the identification and exiting of students to be served through the RTA interventions.					
<b>Explain</b> the process to be used to determine eligibility, provide interventions based on on-going assessment of individual student need, and determine student movement out of the RTA intervention.					
1	2	3	4	5	
No mention of the process the school will use to determine eligibility for RTA interventions	Incomplete or vague explanation of the process the school will use to determine eligibility for RTA interventions	Explanation of the process the school will use to determine eligibility for RTA interventions is present but lacks detail and clarity	Explanation of the process the school will use to determine eligibility for RTA interventions is present with detail and clarity	Explanation of the process the school will use to determine eligibility for RTA interventions is in-depth and articulated thoroughly	
1-2	3-4	5-6	7-8	9-10	
No mention of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions	Incomplete or vague explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions	Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is present but lacks detail and clarity	Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is present with detail and clarity	Explanation of how the school will provide interventions based on on-going assessment and determine movement out of RTA interventions is in-depth and articulated thoroughly	

Part 5	Professional Learning and Sustainability			20 points
This section should describe the ongoing professional learning plan and how the grant will impact overall literacy instruction at the school.				
<b>Describe</b> the plan to be used for professional learning for the school reading team including RTA teacher’s initial/on-going professional learning to address the needs of struggling readers. <b>Explain</b> how the school reading team will enhance the comprehensive literacy model and build capacity to impact literacy instruction school-wide. Include a plan for family involvement initiatives to support the literacy instruction. <b>Discuss</b> how the work of the RTA will be sustained beyond the grant.				
1	2	3	4	5
No mention of the professional learning plan for the school reading team including RTA Teacher	Incomplete or vague professional learning plan for the school reading team including RTA Teacher	Description of professional learning plan for the school reading team including RTA Teacher is present but lacks detail	Description of professional learning plan for the school reading team including RTA Teacher is present with detail	Description of professional learning plan for the school reading team including RTA Teacher is in-depth and articulated thoroughly
1	2	3	4	5
No mention of how the school reading team will enhance the comprehensive literacy model or build capacity school-wide	Incomplete or vague explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide	Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is present but lacks detail and clarity	Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is present with detail and clarity	Explanation of how the school reading team will enhance the comprehensive literacy model and build capacity school-wide is in-depth and articulated thoroughly
1	2	3	4	5
No mention of a plan for family involvement initiatives	Incomplete or vague description of a plan for family involvement initiatives	Description of a plan for family involvement initiatives is present but lacks detail and clarity	Description of a plan for family involvement initiatives is present with detail and clarity	Description of a plan for family involvement initiatives is in-depth and articulated thoroughly
1	2	3	4	5
No mention of how the work of the RTA will be sustained beyond the grant	Incomplete or vague explanation of how the work of the RTA will be sustained beyond the grant	Explanation of how the work of the RTA will be sustained beyond the grant is present but lacks detail and clarity	Explanation of how the work of the RTA will be sustained beyond the grant is present with detail and clarity	Explanation of how the work of the RTA will be sustained beyond the grant is in-depth and articulated thoroughly

Part 6	Assessment and Evaluation			20 points
This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan.				
Based on current data, <b>identify</b> the number of students you anticipate can be served/impacted as a result of the RTA grant and <b>explain</b> how the anticipated number of students was determined. <b>Discuss</b> how multiple sources of data will be used throughout the RTA interventions to evaluate its impact on student achievement. <b>Include</b> specific and measurable long-term goals for achievement and instructional change over time.				
1	2	3	4	5
Identified an anticipated number of students to be served/impacted  No explanation of how the number was determined	Identified an anticipated number of students to be served/impacted  Incomplete or vague explanation of how the number was determined	Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present but lacks clarity	Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present with detail and clarity	Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is in-depth and articulated thoroughly
1	2	3	4	5
No mention of how multiple sources of data will be used throughout the RTA interventions	Incomplete or vague description of how multiple sources of data will be used throughout the RTA interventions	Description of how multiple sources of data will be used throughout the RTA interventions is present but lacks detail and clarity	Description of how multiple sources of data will be used throughout the RTA interventions is present with detail and clarity	Description of how multiple sources of data will be used throughout the RTA interventions is in-depth and articulated thoroughly
1-2	3-4	5-6	7-8	9-10
No mention of goals for achievement or instructional change over time	Incomplete or vague description of goals for achievement or instructional change over time	Description of goals for achievement or instructional change over time is present but lacks detail and clarity	Description of goals for achievement or instructional change over time is present with detail and clarity	Description of goals for achievement or instructional change over time is in-depth and articulated thoroughly

Part 7	Budget			10 points
This section should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used.				
<b>Explain</b> how the grant and resources will be used efficiently and how additional funds will be used to fully implement your school’s RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded).				
1	2	3	4	5
No mention of how the grant and resources will be used efficiently	Incomplete or vague explanation of how the grant and resources will be used efficiently	Explanation of how the grant and resources will be used efficiently is present but lacks detail and clarity	Explanation of how the grant and resources will be used efficiently is present with detail and clarity	Explanation of how the grant and resources will be used efficiently is in-depth and articulated thoroughly
1	2	3	4	5
No mention of how additional funds will be used to fully implement the RTA intervention program according to grant requirements	Incomplete or vague explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements	Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements is present but lacks detail and clarity	Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements is present with detail and clarity	Explanation of how additional funds will be used to fully implement the RTA intervention program according to grant requirements in-depth and articulated thoroughly